

# Honors American Literature / Advanced Composition

## 2011-2012 School Year

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### ***Welcome!***

These pages will give you the information you will need to do well in this class and will give you an idea of how this class will run. You may view or print a copy of this syllabus from my website listed above. Please keep this syllabus in your binder, folder or notebook, as you will need it for reference now and again. I will not replace lost copies. It will be up to you to make copies of lost worksheets from a classmate or from the website. I try to put any worksheets or handouts on my website if they are not copyrighted, so check it periodically if you need an extra.

This course is a year-long, challenging course that will prepare you for AP Literature in your senior year. You will be studying American literature and composition simultaneously for the whole year..

#### **American Literature**

**Text:** *Literature: The Reader's Choice*, Glencoe/McGraw Hill, 2002.

**Description:** This course is designed to present the literature representative of the eras of American history as this country was discovered, founded and colonized. Students will also write about the selections read in this class.

- Outcomes:** At the completion of the course, each student must be able to do the following:
- ✓ Identify the major authors, periods, movements, forms and works in American history.
  - ✓ Explain the elements of style and subject matter in each of the periods covered.
  - ✓ Analyze and critique literary selections both in writing and in discussion.
  - ✓ Use and identify all the literary devices, techniques and terms discussed in this class.
  - ✓ Identify the genres presented in class and write in those genres.
  - ✓ Demonstrate an understanding of literature, culture, technology and history.
  - ✓ Identify and discuss the major themes present in each period of American literature.
  - ✓ Explain how major events in American history affected the literature before, during and after the events.
  - ✓ Identify how cultural attitudes and social conditions influenced the literature of each era covered in the class.

#### **Advanced Composition**

**Text:** *Write for College*; Sebranek, Meyer and Kemper; Great Source Education Group; 1997

**Description:** This course is an advance writing class designed to prepare high school juniors for writing in AP English and in the university setting. Through this course, students will review the writing process, the rules of grammar, usage and mechanics and the 6+1 writing traits. Students will also develop personal writing styles and will practice writing for specific purposes and audiences and in a variety of formats including APA and MLA.

- Outcomes:** At the completion of this course, each student must be able to do the following:
- ✓ Demonstrate a working knowledge and understanding of grammar, usage, mechanics, spelling and vocabulary.

- ✓ Demonstrate an ability to use the writing process: prewriting, drafting, revising, editing and proofreading.
- ✓ Use strong sentences and paragraphs.
- ✓ Write in a variety of forms including letters, essays, literary responses, and research reports and papers.
- ✓ Write both formally and informally for specified audiences.
- ✓ Successfully develop a college- level essay and essay test.
- ✓ Successfully develop a resume, cover letter, and job application and successfully complete a job shadow in a field of interest.
- ✓ Use both MLA and APA format when developing research papers and essays.
- ✓ Use previously learned speaking skills.
- ✓ Demonstrate an expanded vocabulary through various lessons.
- ✓ Correctly summarize, paraphrase, quote and document all research used in any assignment.

**Requirements:** Each student will be expected to read assignments, complete homework, complete in- class and out -of-class assignments, do research projects and reports, and prepare and deliver class presentations. Students will also complete a portfolio of their writing to show improvement and learning.

**Evaluation:** Each student will be evaluated with tests, quizzes, presentations, and various projects and written assignments. Effort shown by students in class and in the completion of requirements will also be evaluated and used at quarter and semester time for grading. Each student will develop a portfolio of work which shows learning and improvement in reading and writing. Students will become reflective about their own learning, reading and writing.

**Required materials---** Please bring the following to class with you everyday: pen (blue or black) or pencil, notebook (especially for this class), a folder and a 2" or 3" three-ring binder and textbook. There will be no locker passes during class so come prepared. Repeatedly forgetting class supplies will result in consequences such as detention, referrals, parental contact, involvement of principal, etc.

**Grading scale:**

100 - 93% = A
92 - 86% = B
85 - 78% = C
77 - 70% = D
69 – 0 % = F

**Grades:** Grade sheets will be handed out every Monday (or the first day of school each week). Students can check their grades using Campus on the internet. I put grades into the computer on Sundays, so grades are usually current. It is your responsibility to check papers against grades in Campus. Please see me after class if there are any questions or concerns about grades.

**Graded papers and handouts:** You will keep all graded papers and handouts for future reference. A file folder will be provided for this purpose. If there is ever a discrepancy in a grade, your file folder will be used to find any possible errors. Without the grades in the file folders, all class grades will stand as is. At the end of each grading period, unwanted papers may be recycled.

**Classroom behavior---** Your responsibilities in this class are:

1. To respect the school and what is in it
2. To respect your classmates
3. To respect yourself

Every day the class will begin with early work. Please use the restroom between classes and be in your seat when the bell rings. If an emergency arises, please ask and take a pass to the restroom.

**Detention:** Not having homework done or not adhering to the rules in the student handbook or to the class rules will result in consequences. Some behavior (or lack of) may result in an assigned detention. Detention will be held after school from 3:30 to 4:00 P.M. or until the assignment is completed correctly and turned in (if the work takes more than 30 minutes). Detention will be with me in my room. You will call your parent or guardian to inform him or her of the detention. In the event that I cannot have detention, I will notify Mr. Lewis, and you will serve it with him or with another teacher after school. Failure to come to an assigned detention will result in a referral and possibly other disciplinary action.

**Absences and makeup work:** You must makeup any work missed because of any absence. If you know you are going to be gone, such as for an appointment, a sporting event, a funeral, etc., please see me for your assignment and turn it in before you leave unless I exempt you. Be sure to see me before or after school or during my preparation period. I will not discuss makeup work during class. If you miss due to illness or other unforeseen problem, please see me immediately (that morning) upon your return to receive your makeup work. You will have as many days that you were gone plus one day to complete and hand in all makeup work done. Any work not completed by the deadline will be completed in detention. **I will not tell you if you are missing work due to an absence(s), as it is your responsibility to see me, receive your assignments, and turn the work in.** All lesson plans, calendars and work due are available via e-mail, in the binders at the front of the room and on my wiki space (see the address above). There is no reason for any student not to know what happening in class at any given time.

**Cheating:** Cheating in any form (copying work, taking or copying work from the Internet and claiming it is yours, looking at another's paper during a test or quiz, or telling others the answers on tests or homework) is considered a serious, major offense and will result in a teacher taking the assignment or test and a student being referred, serving detention and redoing work at reduced credit. Please see the student handbook in your planner for more information.

**Dismissal:** Please **stay in your seat** until the bell rings to dismiss the class or until I dismiss you.

## **American Literature Course Plan:**

### ***Unit 1- From the Earliest Days- Puritanism***

Objectives: Upon completion of this unit, students will be able to:

1. Read a variety of literature focusing on beginnings and change.
2. Understand and summarize how different ideas about life, religion, and morality shaped early literature.
3. Apply strategies for reading literature from the earliest days in North America.
4. Recognize literary elements present in written works.
5. Recognize the characteristics of Native American, Spanish explorers and Puritan writings.

Theme- Beginnings and Change

Genres- myth, nonfiction, poetry, drama

Writers- Dekanawida, Alvar Cabeza De Vaca, William Bradford, Anne Bradstreet, Mary Rowlandson, Jonathan Edwards, Canassatego, Arthur Miller

Assignments- Reading Quizzes, Selection and Author Tests, Vocabulary Quizzes, Character Sketch, Literary Analysis, Letter, Essay Responses, Narrative Essay, Poetry, PowerPoint presentation in NA myths

## **South Dakota Content Standards Met in this Unit:**

**11.R.2.1** Students can **analyze** how diction affects the interpretation of text.

**11.R.2.2** Students can **read fluently** to comprehend grade-level text.

**11.R.3.1** Students can **analyze** and **explain** literary devices within text..

**11.R.5.1** Students can **analyze** factors that **influence** the credibility of informational sources.

**11.LVS.1.1** Students can **evaluate** strategies used in auditory and visual communications to inform, to persuade, and to entertain.

### ***Unit 2- A New Nation- Age of Reason/Romanticism***

Objectives: Upon completion of this unit, students will be able to:

1. Read a variety of literary forms, including poetry, essays, autobiographies, short stories and personal letters.
2. Analyze techniques used to inform and persuade in nonfiction works.
3. Apply strategies for reading short story, nonfiction and poetry.
4. Recognize literary elements present in written works.
5. Recognize and discuss how events in history affect what is recorded in written form during a time period.
6. Recognize the characteristics of writings done during this time period: Age of reason and romanticism, transcendentalism, anti-transcendentalism.

Theme- Breaking Free

Genres- nonfiction, poetry

Writers- Ben Franklin, Patrick Henry, Thomas Paine, Thomas Jefferson, Phillis Wheatley, Abigail Adams, Olaudah Equiano

Assignments- Reading Quizzes, Selection and Author Tests, Vocabulary Quizzes, Letters, Essays, Literary Response, Poetry

Theme- Gaining Insight

Genres- short story, poetry, nonfiction, essays

Writers- Washington Irving, William Cullen Bryant, Oliver Wendell Holmes, James Russell Lowell, Henry Wadsworth Longfellow, Ralph Waldo Emerson, Henry David Thoreau, Nathaniel Hawthorne, Edgar Allen Poe

Assignments- Reading Quizzes, Selection and Author Tests, Vocabulary Quizzes, Personal Response Essay, Personal Reflective Essay, Poetry, Word Snap Shot Project

### **South Dakota Content Standards Met in this Unit:**

**11.R.2.1** Students can **analyze** how diction affects the interpretation of text.

**11.R.2.2** Students can **read fluently** to comprehend grade-level text.

**11.R.3.1** Students can **analyze** and **explain** literary devices within text.

**11.LVS.1.1** Students can **evaluate** strategies used in auditory and visual communications to inform, to persuade, and to entertain.

### ***Unit 3- The Civil War and Its Aftermath- Realism***

Objectives: Upon completion of this unit, students will be able to:

1. Read short stories, expository speeches, poetry, narratives, and essays.
2. Identify literary elements present in those works.
3. Identify and discuss the characteristics of realism.
4. Recognize and discuss how events in history affect what is recorded in written form during a time period.
5. Analyze the techniques used in these forms of writing.

Theme- The Union is Tested

Genres- nonfiction, song, short story, poetry

Writers- Fredrick Douglass, Slave Writers, Sojourner Truth, John Parker, Mary Chestnut, Robert E. Lee, Ambrose Bierce, Herman Melville, Abraham Lincoln

Assignments- Reading Quizzes, Selection and Author Tests, Vocabulary Quizzes, Reaction Essay, Poetry  
Theme- Two New American Voices  
Genres- poetry  
Writers- Emily Dickinson, Walt Whitman  
Assignments- Reading Quizzes, Selection and Author Tests, Vocabulary Quizzes, Essay of Comparison, Essay of Contrast, Poetry

**South Dakota Content Standards Met in this Unit:**

- 11.R.2.1 Students can **analyze** how diction affects the interpretation of text.
- 11.R.2.2 Students can **read fluently** to comprehend grade-level text.
- 11.R.3.1 Students can **analyze** and **explain** literary devices within text.
- 11.R.5.1 Students can **analyze** factors that **influence** the credibility of informational sources.
- 11.LVS.1.1 Students can **evaluate** strategies used in auditory and visual communications to inform, to persuade, and to entertain.

**Unit 4- Regionalism and Realism**

Objectives: Upon completion of this unit, students will be able to:

1. Read short stories, expository speeches, poetry, narratives, and essays.
2. Identify literary elements present in those works.
3. Identify and discuss the characteristics of regionalism, realism, and local color.
4. Recognize and discuss how events in history affect what is recorded in written form during a time period.
5. Analyze the techniques used in these forms of writing

Theme- The Energy of Everyday

Genres- short story, nonfiction, poetry

Writers- Mark Twain, Bret Harte, Jack London, Chief Joseph, Corn Tassel, Kate Chopin, Willa Cather, Paul Laurence Dunbar, Edgar Lee Masters, Edwin Arlington Robinson, Stephen Crane, Black Elk, Ole Rolvagg, Fredrick Manfred

Assignments- Reading Quizzes, Selection and Author Tests, Vocabulary Quizzes, Daily Observance Essay, Literature Circles and Power Point Presentation

**South Dakota Content Standards Met in this Unit:**

- 11.R.2.1 Students can **analyze** how diction affects the interpretation of text.
- 11.R.2.2 Students can **read fluently** to comprehend grade-level text.
- 11.R.3.1 Students can **analyze** and **explain** literary devices within text.
- 11.R.5.1 Students can **analyze** factors that **influence** the credibility of informational sources.
- 11.LVS.1.1 Students can **evaluate** strategies used in auditory and visual communications to inform, to persuade, and to entertain.
- 11.LVS.1.3 Students can **implement** rhetorical devices in oral presentations.

**Unit 5- Beginning of the Modern Age**

Objectives: Upon completion of this unit, students will be able to:

1. Read short stories, prose, expository speeches, poetry, narratives, memoirs and essays.
2. Identify literary elements present in those works.
3. Identify and discuss the characteristics or modernism.
4. Recognize and discuss how events in history affect what is recorded in written form during a time period.
5. Analyze the techniques used in these forms of writing

Theme- New Directions

Genres- poetry, short story, drama

Writers- Ezra Pound, T.S. Eliot, William Carlos Williams, Wallace Stevens, Katherine Anne Porter, Edna St Vincent Millay, E.E. Cummings, Marianne Moore, F. Scott Fitzgerald, Carl Sandburg, Ernest Hemingway, Dorothy Parker, Robert Frost, Arthur Miller

Assignments- Reading Quizzes, Selection and Author Tests, Vocabulary Quizzes, Persuasive Essay- Editorial

**South Dakota Content Standards Met in this Unit:**

**11.R.2.1** Students can **analyze** how diction affects the interpretation of text.

**11.R.2.2** Students can **read fluently** to comprehend grade-level text.

**11.R.3.1** Students can **analyze** and **explain** literary devices within text.

**11.LVS.1.1** Students can **evaluate** strategies used in auditory and visual communications to inform, to persuade, and to entertain.

**11.LVS.1.3** Students can **implement** rhetorical devices in oral presentations.

Other assignments: daily journals, author presentations and critiques

**Advanced Composition Course Plan:**

**Unit One: The Writing Process/ 6+1 Writing Traits**

Objectives: Upon completion of this unit, students will be able to:

1. Use the steps of the writing process to complete writing assignments successfully
2. Use the 6+1 traits to plan, revise and edit writing assignments.

Text pages 3-40

Traits handouts

Assignments: practice essay- What the future holds for me; rubric discussion

**South Dakota Content Standards Met in this Unit:**

**Unit Two: Grammar, Punctuation, Usage and Mechanics Review**

Objectives: Upon completion of this unit, students will be able to:

1. Use parts of speech and grammar correctly and effectively.
2. Use the rules of capitalization and punctuation effectively.
3. Use the rules of usage correctly and effectively.

Text pages 552-851

Marking punctuation, checking mechanics, using the right word, understanding our language, using the language

Assignments: pretests, teaching (review), post tests, unit tests

**South Dakota Content Standards Met in this Unit:**

**11.W.2.1** Students can **edit** text for the correct use of independent and subordinate clauses.

**11.W.2.3** Students can **edit** for the correct use of semicolons and colons.

**11.W.2.2** Students can **edit** for the correct use of verbals and verbal phrases.

**11.W.2.4** Students can **edit** for correct use of parentheses, dashes, hyphens, and ellipses.

**Unit Three: Elements of Writing**

Objectives: Upon completion of this unit, students will be able to:

1. Use their own voices and personal styles of writing.
2. Avoid bias in writing.

3. Use clear, effective, complete, concise, and correct sentences.
4. Write clear, effective paragraphs that are fluent, organized and coherent.
5. Write for different purposes and audiences.

Text pages 46-143

Style, sentence and paragraph writing, college essay

Assignments: college admissions essay, letters, descriptive writing, paragraphing

#### **South Dakota Content Standards Met in this Unit:**

- 11.R.2.1 Students can **analyze** how diction affects the interpretation of text.
- 11.R.2.2 Students can **read fluently** to comprehend grade-level text.
- 11.W.2.3 Students can **edit** for the correct use of semicolons and colons.
- 11.W.2.2 Students can **edit** for the correct use of verbals and verbal phrases.
- 11.W.2.1 Students can **edit** text for the correct use of independent and subordinate clauses.
- 11.W.2.4 Students can **edit** for correct use of parentheses, dashes, hyphens, and ellipses.

#### **Unit Four: The Tools of Learning**

Objectives: Upon completion of this unit, students will be able to:

1. Use strategies to read to learn.
2. Use comprehension and reading memory techniques.
3. Use effectively note-taking and listening techniques.
4. Use effective learning techniques.
5. Use effective test-taking strategies and studying strategies.
6. Use effective vocabulary-building strategies.

Text pages 473-551

Reading to learn, critical listening and note taking, writing to learn, taking tests, building a college-sized vocabulary, speaking effectively, succeeding in college

Assignments: ongoing vocabulary lessons with tests, create a poster for a specific skill

#### **South Dakota Content Standards Met in this Unit:**

- 11.R.1.1 Students can **apply** cause and effect clues to extend vocabulary
- 11.R.2.2 Students can **read fluently** to comprehend grade-level text.
- 11.R.5.1 Students can **analyze** factors that **influence** the credibility of informational sources.

#### **Unit Five: Personal Writing**

Objectives: Upon completion of this unit, students will be able to:

1. Use effective techniques for writing personal writing.
2. Use the writing process to write personal writing.
3. Use correct voice and word choice for specific audiences, topics and purposes.
4. Analyze and write effective personal writing.

Text pages 145-161

Personal reminiscence, personal essay, essay of experience

Assignments: personal essay from choices above, letter of application, resume and job application, schedule, complete and writing about job shadow

#### **South Dakota Content Standards Met in this Unit:**

- 11.R.2.2 Students can **read fluently** to comprehend grade-level text.
- 11.W.1.1 Students can **write** text using comparison/contrast organizational patterns.
- 11.W.2.1 Students can **edit** text for the correct use of independent and subordinate clauses.
- 11.W.2.2 Students can **edit** for the correct use of verbals and verbal phrases.

**11.W.2.3** Students can **edit** for the correct use of semicolons and colons.

**11.W.2.4** Students can **edit** for correct use of parentheses, dashes, hyphens, and ellipses.

## Unit Six: Writing about Literature

Objectives: Upon completion of this unit, students will be able to:

1. Use effective techniques for writing about literature.
2. Use the writing process to write about literature.
3. Use correct voice and word choice for specific audiences, topics and purposes.
4. Analyze and write effective literary writing.

Text pages 247-283

Personal response, review, limited and extended literary analysis, literary terms

Assignments: Personal response, review and limited literary analysis, literary terms test

### South Dakota Content Standards Met in this Unit:

**11.R.2.2** Students can **read** fluently to comprehend grade-level text.

**11.R.3.1** Students can **analyze** and **explain** literary devices within text.

**11.R.5.1** Students can **analyze** factors that **influence** the credibility of informational sources.

**11.W.1.1** Students can **write** text using comparison/contrast organizational patterns.

**11.W.1.2** Students can **write** a document analyzing how a work of literature mirrors the themes and issues of its historical period.

**11.W.2.1** Students can **edit** text for the correct use of independent and subordinate clauses.

**11.W.2.2** Students can **edit** for the correct use of verbals and verbal phrases.

**11.W.2.3** Students can **edit** for the correct use of semicolons and colons.

**11.W.2.4** Students can **edit** for correct use of parentheses, dashes, hyphens, and ellipses.

**11.LVS.1.2** Students can **evaluate** logical and critical thinking used in communication.

## Unit Seven: Report Writing

Objectives: Upon completion of this unit, students will be able to:

1. Use effective techniques for writing about literature.
2. Use the writing process to write about literature.
3. Use correct voice and word choice for specific audiences, topics and purposes.
4. Analyze and write effective literary writing.

Text pages 162-186

Summary report, compiled report, interview report, observation report, personal research report

Assignments: summary report, and one of the following: compiled report, observation report, personal research report, interest report, job shadow report

### South Dakota Content Standards Met in this Unit:

**11.W.1.1** Students can **write** text using comparison/contrast organizational patterns.

**11.W.2.1** Students can **edit** text for the correct use of independent and subordinate clauses.

**11.W.1.1** Students can **write** text using comparison/contrast organizational patterns.

**11.W.2.2** Students can **edit** for the correct use of verbals and verbal phrases.

**11.W.2.3** Students can **edit** for the correct use of semicolons and colons.

**11.W.2.4** Students can **edit** for correct use of parentheses, dashes, hyphens, and ellipses.

**11.LVS.1.2** Students can **evaluate** logical and critical thinking used in communication.



## Unit Eight: Analytical Writing

Objectives: Upon completion of this unit, students will be able to:

1. Use effective techniques for writing analytically.
2. Use the writing process to write analytically.
3. Use correct voice and word choice for specific audiences, topics and purposes.
4. Analyze and write effective analytic writing.

Text pages 187-219

Analysis of a process, essay of comparison, essay of classification, essay of definition, cause and effect essay, problem and solution essay, essay of evaluation

Assignments: Choose two to write

### South Dakota Content Standards Met in this Unit:

**11.R.2.2** Students can **read** fluently to comprehend grade-level text.

**11.R.5.1** Students can **analyze** factors that **influence** the credibility of informational sources.

**11.W.1.1** Students can **write** text using comparison/contrast organizational patterns.

**11.W.1.2** Students can **write** a document analyzing how a work of literature mirrors the themes and issues of its historical period.

**11.W.2.1** Students can **edit** text for the correct use of independent and subordinate clauses.

**11.W.2.2** Students can **edit** for the correct use of verbals and verbal phrases.

**11.W.2.3** Students can **edit** for the correct use of semicolons and colons.

**11.W.2.4** Students can **edit** for correct use of parentheses, dashes, hyphens, and ellipses.

**11.LVS.1.2** Students can **evaluate** logical and critical thinking used in communication.

## Unit Nine: Persuasive Writing

Objectives: Upon completion of this unit, students will be able to:

1. Use effective techniques for writing persuasively.
2. Use the writing process to write persuasively.
3. Use correct voice and word choice for specific audiences, topics and purposes.
4. Analyze and write effective persuasive writing.

Text pages 222-246

Editorial, personal commentary, essay of argumentation, position paper, thinking through and Argument

Assignments: editorial and either an essay of argumentation or a position paper

### South Dakota Content Standards Met in this Unit:

**11.R.2.2** Students can **read** fluently to comprehend grade-level text.

**11.R.5.1** Students can **analyze** factors that **influence** the credibility of informational sources.

**11.W.1.1** Students can **write** text using comparison/contrast organizational patterns.

**11.W.1.2** Students can **write** a document analyzing how a work of literature mirrors the themes and issues of its historical period.

**11.W.2.1** Students can **edit** text for the correct use of independent and subordinate clauses.

**11.W.2.2** Students can **edit** for the correct use of verbals and verbal phrases.

**11.W.2.3** Students can **edit** for the correct use of semicolons and colons.

**11.W.2.4** Students can **edit** for correct use of parentheses, dashes, hyphens, and ellipses.

**11.LVS.1.2** Students can **evaluate** logical and critical thinking used in communication.

## Unit Ten: Research Paper

Objectives: Upon completion of this unit, students will be able to:

1. Use the latest developments and information gathering techniques while doing research and writing research papers.
2. Use the steps of the writing and researching process.
3. Use note taking and drafting methods to avoid plagiarism.
4. Use MLA and APA documentation correctly
5. Use the physical and internet library for research.

Text pages 284-472

Writing the research paper, writing responsibly, MLA and APA documentation, searching for information, using electronic sources, writing with a computer, using the writing center

Assignments: two research paper in MLA and APA format- American Author and Poetry, music and art paper

### South Dakota Content Standards Met in this Unit:

**11.R.2.2** Students can **read** fluently to comprehend grade-level text.

**11.R.5.1** Students can **analyze** factors that **influence** the credibility of informational sources.

**11.W.1.1** Students can **write** text using comparison/contrast organizational patterns.

**11.W.1.2** Students can **write** a document analyzing how a work of literature mirrors the themes and issues of its historical period.

**11.W.2.1** Students can **edit** text for the correct use of independent and subordinate clauses.

**11.W.2.2** Students can **edit** for the correct use of verbals and verbal phrases.

**11.W.2.3** Students can **edit** for the correct use of semicolons and colons.

**11.W.2.4** Students can **edit** for correct use of parentheses, dashes, hyphens, and ellipses.

**11.LVS.1.2** Students can **evaluate** logical and critical thinking used in communication.

### Other Assignments:

Vocabulary- weekly quizzes; daily work

Daily Language Workout (DLW)- Daily sentence, quiz every five days (or until whole class passes same test)

Daily Journal- Daily journal prompt, scored every one-two weeks

Portfolio- compiled all year and completed and handed in at the end of the year in May